

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the introduction of the study. It begins with writing skill, teaching writing, the problems in learning writing, learning media, *Facebook* and perception.

#### **2.1 The Importance of Writing Skill**

Writing skill constitutes specific abilities which help writers put their ideas into a written form. The purpose is not only as a media but also as a means of giving information to the readers. It is among the most complex human activities because it involves the development of a designed idea, the capture of mental representation of knowledge, and of experience with subjects (Josef, 2001). Moreover, Beale et al. (2005) states, “Writing is a process that students must learn to internalize; they need multiple models of this process and practice to learn their own needs and preferences”. Furthermore, Young (2006) stated that writing is a tool for learning the subject being studied and a strategy for improving the confidence and the ability of students to communicate effectively.

Writing skill is important because it will help the writer put their ideas into a written form. Besides, the writing will give useful important information for readers. It is supported by Marquette University (2011), which stated that writing skill is important because it is the primary basis upon which writer’s work, writer’s learning and writer’s intellect will be judged-in college, in the workplace and in the community. Besides,

writing equips you with the communication and thinking skill you need to participate effectively in democracy.

## 2.2 Teaching Writing

Writing is an activity that transfers something from the mind into a meaningful text of the sentence. Seow (2002) gives some pointers for teachers in implementing the teaching of writing, namely: (1) teacher modelling; it means that the teacher should model the writing process at every stage; (2) relating process to product; it means that the teacher guides students to reach the goals of writing; (3) working within institutional constraints; it means that the teaching process can be done through stages such as planning, drafting, responding, revising or editing within a regular two period composition lesson; (4) catering to diverse student needs; it means that the teacher should implement a flexible program to provide to different student needs; and (5) exploiting the use of computers in the process of writing; it means that the teacher can use a computer and projector as a media to do correction on students' task.

According to Stanford University's website as cited in 2017 there are some goals in learning writing, namely: 1) students will be able to apply critical terms and methodology in completing a literary analysis following the convention of standard written English; 2) students will be able to locate, apply, and cite effective secondary materials in their own texts; 3) students will be able to analyze and interpret texts within the contexts they are written; 4) foreign language students will be able to demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency; 5) foreign language students will be able to produce written work that is

substantive, organized, and grammatically accurate; and 6) foreign language students will be able to accurately read and translate texts in their language of study.

A material of teaching is important because it is one of the elements for teaching. Based on the syllabus on academic writing (2013), the material and the topic on its covers: punctuation; sentences: dependent clauses and independent clauses; kinds of sentences: simple sentences, compound sentences, and complex sentences; paragraphs that comprise topic selection, topic sentence/main idea, supporting sentences, concluding sentence; unity and coherence.

### **2.2.1 The Teaching Method Writing Process, Procedure, Technique**

There are some ways to make a good writing. A good writing must follow the writing process and tracks the procedures and technique. The writing process is made up of the different stages a writer goes through to develop a piece of writing. There some process to create a good writing. Based on Ruetten & Pavlik (2012), there are three steps that would help the learners write focused and well-developed paragraphs. The steps are mentioned as follows: 1) prewriting, 2) drafting, 3) revising and 4) editing. Furthermore, Barber et al., (2006) stated that the steps to begin a good writing are prewriting, drafting, revising, editing, and publishing. In addition, Harmer (2007) stated in his book that there are four elements on the process of writing, such as planning, drafting, editing (reflecting and revising) and final version.

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a piece of paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

In the teaching and learning process of writing, there are five major categories of classroom writing performance that can be used by teachers as a technique of teaching writing. Brown (2001: 343) stated that the five major categories of classroom writing performance are imitative writing, intensive writing, self-writing, display writing and real writing. They are explained as follows:

1. Imitative Writing

Imitative writing is a type of writing for beginners. The learners will write the simple circumstance, such as English letters, words and possibly sentences. Spelling and punctuation errors are not considered as grammatical errors.

2. Intensive Writing

The process of intensive writing can carry out into two ways, they are controlled writing and guided writing. A controlled writing is conducted to know to what extent the students' competent about field, topic, and theme which is given by teacher. While guided writing is carried out by giving guidance towards students, they are given freedom to create and produce writing.

3. Self-writing

This level will give students opportunity to write all ideas or emotions into texts. Such as diary and journal. Students are free to determine topic or theme they will write. The activity of this writing may be devoted to self-writing

4. Display Writing

Display writing technique is one of the academic skills that students need to master. The activities of writing which fall into display writing are short answer exercise in writing, essay writing, research reports and so on.

## 5. Real Writing

Real writing is the last level of writing. This level can be divided into three sub categories, such as: writing is concerned with the academic purpose, writing deals with vocation or occupation, and writing is based on personal affairs, e.g. diaries, letters, postcards, notes, and personal messages.

### 2.2.2 Teaching Media

Teaching media play an important role in teaching and learning in the class. Goodwyn (2005) explained, “English teachers have been formally required to teach about aspects of the media as part of the National Curriculum since 1989, making it sound as though such work is firmly established in the English classroom”.

There are many kinds of teaching media to support the teachers when they teach in the class. Based on Florida State University (2011) which stated types of Instructional Media: real objects and models, printed text (books, handouts, worksheets), printed visuals (pictures, photos, drawings, charts, graphs), display boards (chalk, bulletin, multipurpose), interactive whiteboards overhead transparencies, slides and filmstrips, audio (tape, disc, voice), video and film (tape, disc), television (live), computer software, the web.

### 2.2.3 The Functions of Teaching Media

Naz and Akbar (2008), stated that media play a significant role in the education of students with exceptionalities, children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. Besides, according to Florida State

University (2011: 104-105), it is for supplemental support of the instructor in the class room to enhance learning.

- Gain attention. A picture on the screen, a question on the board, or music playing when students enter the room, all of them serve well to get the student's attention.
- Recall prerequisites. Use media to help students recall what they learned in the last class, so that new material can be attached to and built upon it.
- Support learning through examples and visual elaboration. One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world.
- Enhance retention and transfer. Pictures enhance retention. Instructional media help students visualize lesson and transfer abstract concepts into concrete, easier to remember objects.

A teacher can make more effective use of media if he/she understands underlying concepts about the teaching-learning process.

### **2.3 The Problems in Teaching Writing**

Though students have already known the importance of learning English, there are still many problems that occur in learning writing. Setiawan et al. (2014) found that teachers have struggled to motivate the students and every student has dissimilar writing level ability. According to The National Study of High School Student Engagement, Yazzie-Mintz, (2006) stated two of three high school students are bored every day in class, because the work isn't interesting, challenging, or relevant for them.

Based on the findings above, the most common problems that always occur in teaching writing are teacher have problems to motivate students and make the students interested in writing.

#### **2.4 Media of Teaching Writing**

There are many kinds of media used to teach writing skill. Media will help the learners easily understand the lessons which are explained by teacher. Media of teaching writing that always use and popular among teachers and students such as printed media (book, newspaper, magazine, journal, biography, etc.), Pictures or graphics (drawings, charts, graphs, posters, cartoon, etc.) are utilized for several purposes. Harmer (2007) explained that pictures can be used for multiple ways which comprises: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing. Boards refer to chalkboard/blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007) describes that teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) game board, and (6) noticeboard.

The writer concludes that printed media, pictures or graphics and board are some examples of media for teaching writing and it helps for teaching and learning writing.

#### **2.5 Facebook**

Nowadays, many people use *Facebook* as media to communicate virtually. Boyd & Ellison (2007) define *Facebook* as an online communication tool allowing the users to construct a public or private profile in order to connect and interact with people

who are part of their extended social network. Furthermore, *Facebook* is used for media for learning English especially to learning writing.

### 2.5.1 The Function of *Facebook*

One of the functions of *Facebook* is as a learning media. Shih (2011) stated that peer assessment using *Facebook* in learning English writing can be interesting and effective for college-level English writing classes. Students can improve their English writing skills and knowledge not only from the in-class instruction but also from cooperative learning. Hussin et.al (2013 as cited in Reyes, 2010) Reyes used *Youtube* and *Facebook* in an effort to develop students' creativity. According to him, *Facebook* has potential to provide student centered learning and task-based environment that enables theory discussion and course content. In addition, Ala-Mutka, Punie, and Redecker (2008) also agreed that social networks such *Myspace*, *Facebook* and *Second Life* have potential to increase learning outcome and provide new potential to generate creativity among students.

Ahmed (2016) found that writing performance was improved with the use of *Facebook* in collaborative writing. It is supported by Irwin et al., (2012), *Facebook* has potential to promote collaborative and cooperative learning. Moreover, according to Yunus and Salehi (2012: 1), *Facebook* is an effective tool in improving the students' writing skills, especially in the brainstorming of ideas before the actual writing in a team work. Based on the findings, the writer conclude that *Facebook* is a good and proper teaching media for teaching writing.



### 2.5.2 The Advantages and Disadvantages of *Facebook*

Everything in the world has advantages and disadvantages. According to Yunus, Salehi and Chenzi (2014) there are three advantages and disadvantages of using *Facebook* in the teaching and learning of writing.

1. The advantages of using *Facebook* in teaching writing are presented below:
  - a. *Facebook* engages the students by presenting material in a way that is familiar and comfortable for them.
  - b. Students get enough input from *Facebook*, it will develop students' writing skill. Besides, teacher's note can be viewed with chronological order.
  - c. Students will take responsibility for their works because they have a larger audience when they use *Facebook*. It may empower them and their works and leads to self-directed learning.
2. The disadvantages of using *Facebook* in teaching writing are presented below:
  - a. The relationship between teachers and students can somehow tricky, teachers need to realize that even though the environment is virtual, the identity should not be hidden.
  - b. Learners must have access to internet. When the technology or internet is not available, the learners will face some difficulties.
  - c. Online writing task will lead students to copy-paste from the extensive online resources.

### 2.6 Perception

Every people have different perceptions. Ward, Grinstein and Keim (2015) define perception as the process of recognizing (being aware of), organizing (gathering

and storing), and interpreting (binding to knowledge) sensory information. According to Robbins and Judge (2013) Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. According to Wood (2010) perception is an active process of creating meaning by selecting, organizing, and interpreting people, objects, events, situations, and other phenomena. According to Goldstein (2009) perception is responsive sensory experience. Based on Irwanto (2002), perception is the process of receiving stimuli (object, quality, relationship between phenomena, and events) until the individual realized and understood.

Based on those several definitions above, perception is a process recognizing, organizing and interpreting people, objects, events, situations, and other phenomena by individual interpret their sensory impressions and experiences in order to give meaning to their environment.

## **2.7 Student Perception towards *Facebook***

According to Irwanto (2002) perception is divided into positive and negative perception. Positive perception is perception that describe all knowledge (known/unknown) and response to user positively. The user will easily do or see something if the students have positive perception and their previous experiences which are appropriate with them. Negative perception is a perception which describe knowledge and statement which is not suitable with the object of perception. The user will reject and disobey every effort that is perceived.

Tartari (2015), the students had positive attitudes regarding the use of social media as a source of teaching. They use these technologies to improve the learning process. Social media helps them to seeking educational information to complete tasks and develop skills grammar, vocabulary knowledge, listening, writing and reading to learn foreign languages. According to previous research done by Gamble and Wilkins (2014), the positive perception was categorized as usefulness of *Facebook*. They can think more deeply and correct sentences in English and using *Facebook* is easy way to check response and to join other conversation. In addition, Hurt et.al (2012) stated students who participated in *Facebook* discussions enjoyed the site. *Facebook* users also reported that they were able to become better acquainted with classmates, felt like valued participants in the course, and learned more course material.

Based on the previous research done by Gamble and Wilkins (2014), the negative perception was about privacy and safety concerns as well as practical hardware and software difficulties. They had troubles many times when they upload videos and it is because that they cannot trust *Facebook's* mail in security. Moreover, according to earlier research done by Yunus and Salehi (2012), students like to stick in conventional way of learning a language and improving their writing, such as the face-to-face communication and discussion with the teacher in the actual classroom, and not virtually in the *Facebook* group.